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ABSTRACT

This practicum implemented a 13-week multisensory-based unit of study designed to assist the 25 first grade students in the target population in developing good citizenship. Opportunity for the students to glean an understand that sharing and caring, and interdependence, the major components of good citizenship, are universal necessities was provided. For, as various countries of the world were focused, the similar need for and reality of personally oriented, nationally oriented, and globally oriented interdependence, and sharing and caring were explored. To facilitate a more assured optimum opportunity for the students to develop these understandings, auditory, visual, tactual, and kinesthetic learning activities and devices were very carefully designed and staggered throughout the length of the program. Evaluation at the conclusion of the 13-week program indicated that success had been achieved, with all students attaining 72 percent or higher posttest scores and at least a 13 percent gain over the pre-treatment scores. Appendices include test scores of the target population, evaluation design, teacher survey, student activity samples, and correspondence generated by the project. (Author)

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RAINBOW AROUND THE WORLD: A MULTISENSORY GLOBAL SPECTRUM OF SOCIETAL INTERDEPENDENCE FOR PRIMARY CHILDREN

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SHARON JANE G. COLTMAN

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of Master
of Science.

The abstract of this report may be placed in the School
Practices Information Files for reference.

June/1987

SO 030 481

ABSTRACT

Rainbow Around the World: A Multisensory Global Spectrum of Societal Interdependence for Primary Children

Coltman, Sharon Jane G., 1987, Practicum Report, Nova University, Center for the Advancement of Education. Descriptors: Cross Cultural Studies/ Global Approach/Cultural Awareness/International Education/World Affairs/ Cultural Interrelationships/Cultural Influences/Intercultural Communication/ Elementary Education/Teaching Methods/Learning Activities/ Multisensory Learning.

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Sharon Jane Cotton

APPENDIX F

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CENTER FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue
Fort Lauderdale, FL 33314

OBSERVER VERIFICATION FORM

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Dear Observer:

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The project was implemented as indicated. It was a valuable learning experience for the students.

Practicum Title Rainbow Around the World: A Multisensory Global Spectrum of Societal Interdependence for Primary Students

Student's Name Sharon Jane G. Coltman

Program Site Brentwood Elementary School Date June 28,1987

Observer's Name Whitney Tucker Whitney Tucker
(please print ----------and sign)

Observer's position teacher

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Practicum Title Rainbow Around the World: A Multisensory Global Spectrum of Societal Interdependence for Primary Children

Student's Name Sharon Jane G. Coltman

Program Site Girls Club of Sarasota Date June 9, 1987

Observer's Name FAYANNE HAYES Fayanne Hayes
(please print ----------and sign)

Observer's position PROGRAM DIRECTOR / GIRLS CLUB of SARASOTA

Observer's comment on impact of the project (handwritten): Rainbow around the world was a valuable experience for the girls that participated; they were committed, and attended regularly. The project offered a very good balance of thought/discussion with practical creative activities. This balance brings about good assimilation

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CHAPTER I

Purpose

The setting for this practicum was an elementary school located in a predominately middle class community where good citizenship was highly valued and the prevailing atmosphere was one of sharing and caring. The administration, faculty, and parents were genuinely committed to promoting interdependent attitudes, behaviors, and understandings for the school population.

Many total school activities and functions were organized and implemented to provide opportunities for the development of such concepts. The enthusiastic parent organization planned many fund raising activities including book sales, dinners, carnivals, magazine sales, and fun runs.

The fourth and fifth grade students selected student council members who organized special thank you parties for the teachers at the school, the volunteers, and the community organizations that aided the school. The school chorus composed of intermediate grade students performed in the community at various senior citizen homes and hospitals. Fourth and fifth grade students assisted in monitoring the halls and lunchroom during the school day. Citizenship awards were presented monthly to the students who had demonstrated high ideals and positive attitudes.

However, the mentioned activities were geared toward the intermediate students. Due to time constraints, though the primary students in the school population were informed about the various functions, and participated

to some degree, they did not have an opportunity to actually actively[3] engage in the direct process of helping to plan, organize and implement these activities. Because young children learn best by becoming active participants, who are directly engaged (Dunn, 1984), the very young students in the school population did not have the opportunity to develop a clear understanding of the concepts of interdependency, and sharing and caring, the major components of good citizenship.

In today's complex, pluralistic, and internationally oriented society, specifically planned, consistent opportunity for <u>all</u> students to glean these understandings seemed essential to the author, a primary teacher, responsible for 25 first grade students in a self-contained classroom. Thus, the problem addressed by this practicum was formulated. The problem was that the 25 target students in this self-contained classroom were not attaining a major school-wide goal at School X, the development of understandings of the necessity for interdependence, and sharing and caring, the major components of good citizenship.

The development of these understandings was not possible because no program or unit of study addressing interdependence and citizenship designed to specifically and appropriately accommodate the unique learning style of the young learner was available within the entire primary curriculum framework in the target district. Therefore, the author investigated the need for such a program for use with the target population in the classroom setting, and perhaps eventually with other primary students as well.

The first investigation tool employed was the needs assessment survey sent to primary educators in the target district. Most of the responses, 68 percent, were positive indicators (Appendix C:43). Only one percent were definite

negative use indicators. The remaining 31 percent of the responses were possible use indicators.

The second investigation tool employed was the student evaluation design located in Appendix B (38). This test assessed the target population's understanding of the universal necessity for interdependence, and sharing and caring, the major components of good citizenship. Minimum proficiency is to be demonstrated by correctly responding to 18 of the 25 items, 72 percent, (Tuckman, 1986). It should be noted that pre-treatment scores were quite low. None of the students were able to attain this minimum proficiency level as indicated in Table 1 (Appendix A:35). It should also be noted that on this pretest, the class correct response average was 44 percent, a low average, indicating a common need for more appropriate instruction.

An analysis of the mentioned data firmly convinced the author that a program designed to assist the young learner in understanding the need for and reality of personally oriented, nationally oriented, and globally oriented interdependence and sharing and caring was needed for use within the classroom setting.

To provide a definitive framework for the unit of study, the following outcome objective was then formulated: After participating in a 13 week preparation for good citizenship program, RAINBOW AROUND THE WORLD: A MULTISENSORY GLOBAL SPECTRUM OF SOCIETAL INTERDEPENDENCE FOR PRIMARY CHILDREN, the 25 students in the target population will correctly respond to at least 72 percent of the items on the evaluation tool (Appendix B:38), revealing at least a 13 percent proficiency gain in understanding the

universal necessity for interdependence, and sharing and caring, the major components of good citizenship. The proficiency gain is to be measured by comparison of the pretest, posttest results. 5

CHAPTER II

Research and Solution Strategy

The quest to develop a unit of study which would provide significant opportunity for the young learner to conceptualise and internalise understandings that sharing and caring, and interdependence, the major components of good citizenship, are universal necessities, produced a wealth of notable literature regarding this issue. The devised strategy plan was drawn from a review of the following literature.

Boyer and Cleveland confirmed the profound need for the scope of the program curriculum, exploring the similar need for and reality of personally oriented, nationally oriented, and globally oriented sharing and caring, and interdependence.

Boyer (1982:2), the President of the Carnegie Foundation for the Advancement of Teaching, stated that though "the uniqueness of each individual is a fact to be cherished... our future well-being, and perhaps even our survival, may depend on students' understanding the reality of interdependence". He added that "the mission of general education is to help students understand that they are not only autonomous individuals, but also members of a human community to which they are accountable".

Cleveland (1986:416) proclaimed, "Today's school children will be a part of a new manifest destiny, less assertive in pretension, yet worldwide in its scope of action. United States citizenship is thus a passport to relevance in world affairs. And, it makes a feel for world affairs a requirement for American citizenship".

Ramsey and Mitsaso denoted the feasibility of the young learner [7] internalizing these understandings.

In the article, "Multicultural Education in Early Childhood", Ramsey (1982) reported that because multicultural dimensions were integrated into every aspect of her early childhood program, student development of self-image, cultural identity, social skills, and responsibility were significantly enhanced.

In a convincingly reported review of "The Family of Man Evaluation Study" (FAMES), Mitsaso (1976) drew major conclusions including that globally oriented interdependent perspectives are easily understood by young learners, that it is possible to foster positive student interdependent attitudes and understandings, and that it is possible for the primary student to develop clear understanding of a number of related global understandings concurrently. These findings were based on extensive student assessment at the termination of the three year study.

The format of the program was devised in accordance with the procedures recommended by Becker (1982). In Becker's view, current social education studies should not include distinctive demarcation between studies of America and other countries, but should still allow for recognition of cultural differences. To accomplish this end, he proposed paralleling similar features, situations, or cultural customs of the differing countries to be studied.

Thus, as certain cultures of the world are viewed, similar customs regarding "shared use of symbols, shared producing and consuming, shared relationship with nature, shared sense of time, shared membership

in groups and institutions, and shared values and beliefs", the six themes which Boyer (1982:2) contended "knit isolated individuals into a human community", were compared.

In order to provide a more ideal circumstance for the young learner to develop these understandings, the varied multisensory learning devices and activities listed on pages 12-24 were designed and implemented, as recommended by Cabro (1984).

A review of the following literature further defined the multisensory base of the program.

As quoted by Cabro (1984:73), The International Reading Association issued the following position statement: "Differences in the learning styles and abilities of children emphasize the need for a variety of approaches to meet these needs".

Dunn (1984) identified the specific learning modalities to be addressed by varying approaches. She explained that each student tends to learn best through use of one perceptual strength or through use of a combination of strengths with one or more of these strengths having more dominance than others. Certain individuals have more propensity for using the auditory modality, others for using the visual modality, others for using the tactual modality, and still others for using the kinesthetic modality.

Cabro (1984) contended that in the most ideal situation, the student should have an opportunity to approach grasping new concepts first through use of their strongest modality and then with reinforcement through use of their second strongest perceptual strength.

Specific learning activities and devices have been identified to[9] best accommodate each learning style. Auditory learners would benefit from oral activities including class discussions, teacher oral presentations, use of audio equipment (tape recorders, radios, record players), choral reading, and oral reading (Cheek & Cheek, 1980). Visual learners should have exposure to viewing experiences such as viewing displayed pictures, watching movies, watching filmstrips, watching video cassettes, reading silently, viewing plays and role playing situations (Cook & Earlley, 1979).

Tactual learners should touch or feel. So, for these learners the activities should include drawing, painting, cutting, tracing, pasting, working with clay, preparing and tasting food, writing experiences, and feeling subject related artifacts and objects (Lapp & Flood, 1983). The kinesthetic learner should have concrete whole body experiences including large muscle movement games, dramatic play, production of plays, role playing situations, singing, dancing, and puppetry (Cuccia, 1985).

Based on these recommendations, the auditory, visual, tactual, and kinesthetic learning activities and devices listed on pages 12 - 24 were very carefully selected and staggered so that each learning modality was addressed in a continual pattern, thus providing a more assured opportunity for an optimum learning experience for every child.

CHAPTER III

Method

The time frame follows. The program was divided into 13 one-week units. The first week was an orientation experience. For the next five weeks, five countries of the world were featured (pages 13-17). During the seventh week review and extension of concepts developed thus far took place (pages 18-19). Weeks eight through 11 were devoted to exploration of four other countries (pages 19-23). During week twelve, as the United States was focused, review procedures again commenced with continued accent on similar cultural interdependent survival techniques discovered during the study (pages 23-24). The final week was devoted to culmination activities and testing (page 24). The daily time allotment was about 40 minutes including pass out and clean up procedures.

An integral feature of the program was the class Pride and Treasure Trunk: Our Suitcase Museum. This instructional tool was a permanent display during the unit of study. The Trunk Museum was used as a focal point for the daily activities which took place. It served to house teacher contributed and student contributed artifacts, objects and projects. A student curator of the Trunk Museum was selected weekly to oversee proper use and care of the materials.

Student constructed rainbow ride tickets and passports were another continual counterpart of the program. These materials were passed out weekly as it was time to travel to the next country. The tickets were

stamped and the passports were punched. Discussions relating to the interdependent needs of a traveler and to the possible modes of transportation from country to country took place during this activity.

A large, colorful world map was also a permanent display during the unit of study. Map orientation was provided weekly as the study progressed from country to country. A rainbow sticker was placed on the focused country of the week. The thrust of this activity was viewing the land mass of the featured country of the week and the surrounding water mass as determined by differing colors on the map. This map orientation enabled the student to more readily determine the best mode of transportation from country to country. Distances were also measured with a piece of yarn. This activity assisted the student in conceptualising the total travel route as the study progressed from country to country.

An additional on-going component was student construction of paper bag puppets exemplifying the typical mode of dress of the people of the individual countries. Discussions of the language of the land, typical names of the people of the land, and unique habits of the people took place during this activity.

Gourmet Day, the final day of each subunit, provided opportunity for the students to glean understandings regarding the internationality of popular foods. During this activity, as the student chefs prepared and tasted American favored foods (as outlined in the sequence of weekly activities which follows) discussions regarding the derivation of these foods took place. The recipes for these foods were collected. An international cookbook was created. This cookbook was presented to the

parents of the students at the termination of the unit of study.

Further defining these procedures is the following sequence of specific multisensory learning activities which were implemented:

Subunit 1 - Rainbow Week/Orientation/Monday -

* Introduction to unit - class participation in choral reading of poem "Rainbow Around the World"
* Teacher presentation of world map overview
* Student construction of paper rainbows which are to be displayed around the world map

Tuesday-

* Teacher presentation of real passports and travel tickets
* Student construction of rainbow ride tickets and passports
* Student discussion of the use of the tickets and passports

Wednesday-

* Introduction group discussion of international consumerism including teacher presentation of items to exemplify artifacts and objects commonly used in our nation which were produced in differing countries
* Teacher explanation of parent introduction to unit letters and homework assignment papers
* Student decoration of letters and homework assignment papers

Thursday-

* Introduction discussion of Pride and Treasure Trunk: A Suitcase Museum including explanations about and selection of the curator of the week
* Explanation of and opportunity for "Pride and Treasure Sharing"

* Group discussion of differing monetary systems of the world including teacher presentation of various coins from differing nations

Friday -

* Teacher explanation of Rainbow Progress Chart
* Student construction of rainbow hats
* Group participation in Bon Voyage Party featuring rainbow sherbert and including discussions regarding various types of celebrations in differing countries

Subunit 2 - The United Kingdom

Monday -

* Map orientation in conjunction with rainbow ride ticket and passport preparation
* Student construction of paper bag puppets

Tuesday -

* Group overview discussion of English and American government formats including the story of the pilgrims' flight to America
* Student construction of paper crowns
* Student construction of English flag
* Explanation of homework assignment papers (Students are asked to bring in or tell about items which illustrate English produced goods found in their own homes.)

Wednesday -

* "Pride and Treasure Sharing" of homework assignments
* Teacher oral presentation of the story - <u>The Gingerbread Man</u>

* Teacher presentation of the derivation of gingerbread
* Student construction of paper gingerbread men

Thursday -

* Group discussion of an English tea party and typical food enjoyed at a tea party
* Group preparation of sun tea and gingerbread

Friday -

* Group participation in English tea party including wearing of crowns and enjoyment of prepared foods
* Group review discussion

Subunit 3 - Italy

Monday -

* Map orientation and preparation of rainbow ride tickets and passports
* Student construction of paper bag puppets

Tuesday -

* Discussion of Italian pottery including teacher presentation of actual Italian pottery
* Student construction of clay pots
* Explanation of homework assignment paper (announcing a search for Italian goods)

Wednesday -

* Teacher oral presentation of the story - Pinnochio
* Student construction of paper Pinnochio models
* Class presentation of homework assignments - "Pride and Treasure Sharing"

Thursday -

* Discussion of the Roman ruins including teacher presentation of pictures of the ruins
* Student construction of paper model of the Roman ruins

Friday -

* Discussion of typical Italian foods including teacher presentation of pictures of such foods
* Preparation , viewing, and tasting a variety of pasta
* Review discussion of concepts developed during the week

Subunit 4 - Switzerland

Monday -

* Map orientation in conjunction with preparation of rainbow ride tickets and passports
* Student construction of paper bag puppets

Tuesday -

* Group discussion of the sport of snow skiing including teacher presentation of pictures of the sport and actual opportunity to slide around on real snow skis
* Student construction of paper snow skis and poles
* Teacher explanation of homework assignment papers (announcing the search for goods from Switzerland)

Wednesday -

* Class presentation of homework assignments -"Pride and Treasure Sharing"
* Class creation of cold weather experience story
* Student construction of paper ear muffs and scarfs to exemplify cold weather clothing

Thursday -

* Teacher oral presentation of the story of Heidi
* Student illustration of the story

Friday-

* Group discussion of typical Swedish foods including teacher presentation of pictures of such foods
* Class preparation of cheese fondue
* Class participation in tasting experience
* Class oral review discussion

Subunit 5 - Germany

Monday -

* Map orientation and rainbow ticket, passport preparation
* Student construction of paper bag puppets

Tuesday -

* Teacher presentation of pictures of famous old castles along the Rhine River
* Class creation of story about these castles
* Student construction of paper castles

Wednesday -

* Teacher oral presentation of the story of Hansel and Gretal
* Class construction of witch 's candy house

Thursday-

* Teacher presentation of the derivation of the pretzel
* Student construction of clay pretzels
* Student participation in tasting of real pretzels

Friday-

* Class discussion of recipe alterations as foods are prepared in differing countries
* Class comparison of taste differences in American hot dogs and German hot dogs
* Class participation in the German Chickee Dance
* Class review discussion

Subunit 6 - The Netherlands

Monday -

* Map orientation in conjunction with rainbow ride ticket and passport preparation
* Student construction of paper bag puppets

Tuesday -

* Class discussion of the Dutch accent on the value of cleanliness including teacher presentation of pictures to exemplify the clean, shiny, ornately curtained windows typical throughout the land
* Student construction of paper Dutch windows complete with window boxes and tulips
* Teacher explanation of homework assignments (announcing the search for Dutch goods)

Wednesday -

* Class presentation of homework assignments - "Pride and Treasure Sharing"
* Teacher oral presentation of the story of the brave little boy who held up the dike with his finger

* Student illustration of the story

Thursday -

* Teacher presentation of pictures of windmills
* Class discussion of the function of the windmill
* Student construction of paper windmills

Friday-

* Class discussion of typical Dutch foods including teacher presentation of pictures of such foods
* Class preparation of Dutch stew
* Class participation in the tasting of Dutch stew
* Class review discussion

Subunit 7 - Look Again Week

This week is devoted to a review and extension of concepts developed thus far.

Monday -

* Map review including student preparation of individual route map.

Tuesday -

* Review discussion of the languages spoken in the countries thus far explored including student use of paper bag puppets previously constructed
* Teacher presentation of daily newspapers from each of these countries

Wednesday -

* Review discussions of foods of countries thus far explored including student preparation of recipe booklet with recipes for each food prepared during the previous weeks

Thursday -

* Continue preparation of recipe booklet and use of paper bag puppets for review discussions

Friday -

* Continue preparation of recipe booklet and use of paper bag puppets for review discussions

* Review of international consumerism concepts including presentations of previously introduced artifacts and pictures which exemplify products made in other countries used in our country

Subunit 8 - France

Monday -

* Map orientation and rainbow ride ticket, passport preparation

* Student construction of paper bag puppets

Tuesday -

* Class discussion of the musee du Louvre (an art museum in Paris) including teacher presentation of paintings located in the museum

* Teacher explanation of homework assignment papers (announcing the search for French goods)

* Student participation in role playing (pretending to be French artists as they construct string paintings)

Wednesday -

* Class presentation of homework assignment - "Pride and Treasure Sharing"

* Class discussion regarding the international fame of French fashion houses and perfume products including teacher presentation of examples of such goods

* Student participation in role playing situation (pretending to be famous French models for the class fashion show)

Thursday -

* Class discussion of the internationality of French cuisine including teacher presentation of pictures of French foods and cookbooks

* Student construction of chef hats

Friday -

* Class preparation of chocolate mousse

* Class participation in tasting experience

* Class review discussion

Subunit 9 - Ethiopia

Monday -

* Map orientation and preparation of rainbow ride tickets and passports

* Student construction of paper bag puppets

Tuesday -

* Class discussion regarding the contrast between the lifestyles in the modern cities of Ethiopia and the rural villages of the country including teacher presentation of pictures to illustrate

Wednesday -

* Student construction of individual models of rural village huts (tukuls)

(to be made of clay and straw) for display in the class constructed rural village compound

Thursday -

* Class discussion of the starvation plight of the village people including teacher presentation of the tape recording, "We Are The World", the profits from which have been donated to these starving people
* Friday -
* The preparation of Yataklete Kilkil (fresh vegtables with garlic and ginger)
* Class participation in an Ethiopian eating experience including the ritualistic washing of hands, the use of distinctive equipment - layers of injera bread, draped over the circular basket table which serves as both tablecloth and plate-,and the serving of coffee (for us, milk) in ornate cups at the end of the meal staged at the Addis Ababa, a famous Ethiopian restaurant

Subunit 10 - Japan

Monday-

* Map orientation and preparation of rainbow ride tickets and passports
* Student construction of Japanese paper bag puppets

Tuesday -

* Class discussion of the Japanese art of origami (paper folding) including teacher presentation of actual examples
* Student construction of a simple bird origami

Wednesday -

* Class discussion of Mount Fugi (the highest mountain in Japan)

including teacher presentation of pictures of the mountain

* Class participation in role playing as mountain hikers

* Class construction of chalk pictures of the mountain

* Class presentation of homework assignments - "Pride and Treasure Sharing"

Thursday -

* Class participation in a listening experience as Japanese music is played

* Class discussion regarding the Japanese Disney World

* Class construction of a letter to the Japanese Disney World establishment requesting pictures of Mickey Mouse in Japan

Friday -

* Class discussion of Japanese food including teacher presentation of pictures of these foods

* Class preparation of tempura pork

* Class participation in a tasting experience

* Class review discussion

Subunit 11 - Mexico

Monday -

* Map orientation and rainbow ride ticket and passport preparation

* Student construction of paper bag puppets

Tuesday -

* Class discussion of superstition including teacher presentation of los ojos (a Mexican good luck charm)

* Student construction of an actual los ojos charm

Wednesday -

* Completion of the los ojos charms

Thursday -

* Student construction of a Mexican hat
* Student participation in the Mexican hat dance

Friday -

* Class preparation of tacos
* Class participation in a Mexican fiesta including eating tacos and wearing Mexican hats
* Review discussion

Subunit 12 - The United States of America

Monday-

* Map orientation and rainbow ticket and passport preparation
* Student construction of paper bag puppets

Tuesday-

* Class discussion of a flag as a symbol including teacher presentation of actual flags and pictures of flags from various countries of the world
* Student construction of Uncle Sam hats

Wednesday -

* Class discussion of favored locations in America including teacher presentation of photographs of personal "favorite spots"
* Class construction of pictures to illustrate personal "favorite spots"
* Explanation of homework assignment papers (announcing the search

for photographs and magazine pictures of family "favorite spots"

Thursday -

* Student construction of the peace bird symbol of The United Nations along with class discussion of the function of the organization

Friday -

* Class preparation of a birthday cake
* Class participation in an "International Birthday Party" to honor all people everywhere
* Class participation in an impromptu international puppet show in which each student may use any of the puppets to recite any information regarding the cultural interdependency similarities and differences discovered during the unit of study

Subunit 13 - Completion Week

Monday - Tuesday - Wednesday -

* Student completion of recipe booklets including review discussions

Thursday - Friday -

* Testing will ensue.

Student constructed activity samples are included in Appendix F (47).

The budget for this unit of study could vary considerably. The expenditures for art supplies would normally be covered under the regular budget of the classroom. In this particular situation, supplies have been adequate. However, if supplies are running short, the teacher could request assistance from local business establishments. The author has been very sucessful when requesting such aid.

The required food supplies could be acquired in the same manner. For this particular unit of study, the parents of the students in the classroom have volunteered to aid.

The various instructional tools necessary have also been collected quite inexpensively. Response from a number of embassies and tourist offices has been staggering. A grand assortment of beautiful, large, colorful pictures, flags, and hand outs for the students have been collected in this manner. The author has gathered many of the materials during personal travels.

The following on-going monitoring progress procedure was implemented. A large "Rainbow Progress" wall chart was displayed in the room. Each individual child's name appeared on the chart. Rainbow stickers were placed by the appropriate child's name as various assignments, projects and participation endeavors were completed. Additional stickers were added when various interdependent behaviors (politeness, sharing, helping) were exhibited. Other rewards were furnished at the end of each week for the children who made exceptional progress. These rewards included becoming curator of the trunk, becoming a class monitor, and becoming class helper. This information was also tabulated on the chart.

It had been previously determined that the use of this monitoring process would enable the facilitator to evaluate the continual progress of each individual child. Thus, several possible negative side effects could be avoided during the unit of study. One determined possibility is that the child who has already had some experience with the concepts being developed or who is a speedy worker could become bored and uninterested. Several mid-course correction strategies had been established to alleviate

this problematic situation. One strategy is planning, in concert with the individual child, additional enrichment activities. The suggested enrichment activities include creative composition, a search for related library books and magazines, or additional oral presentations. This type of student could also be requested to aid slower workers in the class.

Another determined possible undesirable circumstance which could be avoided by use of this monitoring process is that a younger child in the group who may become frustrated and self-conscious because he needs to take longer to complete projects and assignments could be spotted immediately. A mid-course correction strategy had been developed. The procedure would be to simplify the material, projects and assignments for this child. A differing solution is to pair this student with another slower child so the two younger children could work together at their own pace. And another solution is to pair the younger child with a speedy worker who could assist when necessary.

The use of the "Rainbow Progress" monitoring chart did enable the facilitator to continually evaluate the progress of each individual child. None of the predetermined possible side effects occurred during the unit of study. Only one student who had been absent due to illness had difficulty completing projects and assignments. He was helped by other students and was able to complete the projects. Many students voluntarily did the suggested enrichment activities enthusiastically at home and during class time.

CHAPTER IV

Results

Final evaluation conclusions concerning the success of the program were based on the criteria established by the stated outcome objective as follows. After participating in a 13 week preparation for good citizenship program, RAINBOW AROUND THE WORLD: A MULTISENSORY GLOBAL SPECTRUM OF SOCIETAL INTERDEPENDNECE FOR PRIMARY CHILDREN, the 25 students in the target population will correctly respond to at least 70 percent of the items on the evaluation tool, revealing at least a 13 percent proficiency gain in understanding the universal necessity for interdependence and sharing and caring, the major components of good citizenship. The proficiency gain is to be measured by comparison of the pretest, posttest results.

The pretest was given before the implementation period began while the posttest was administered during week 13 (Appendix B: 38). The pretest results appear in Table 1 (Appendix A:35). No student attained the minimum proficiency level. The median pretest score was 44 percent. The posttest scores and percent of gain appear in Table 2 (Appendix A: 36). All of the students did exceed the minimum proficiency level. The median score was 88 percent. All of the students exceeded the 13 percent gain which had been established as criteria for determining the success of the program. The median gain was 80 percent.

Another assessment tool, the Rainbow Progress Chart (described on page 25) was consulted before final evaluation conclusions were determined.

The chart was devised to provide a continual individual student progress check throughout the implementation period. Use of this tool enabled the facilitator to avoid the possible negative side effects discussed on pages 25-26.

Fortunately, as mentioned, none of the possible negative side effects occurred. All of the students received rainbow stickers for completing all of the weekly assignments and projects, and for participating in class discussions. Only one student had difficulty completing assignments due to illness and absence. The other students assisted and he was able to complete the assignments. Twenty students received seven or more additional stickers denoting exceptional progress or participation. Two students received 20 extra rainbow stickers. These two students were given a special rainbow citizenship award.

Based on all of the discussed assessment criteria, it has been concluded that this program has achieved overwhelming success and warrants careful consideration for continuation and expansion.

CHAPTER V
Recommendations

The problem addressed by this practicum is not unique for the target population alone. Concerns regarding the national scope of the issue at hand, generating future interdependent, sharing and caring citizens have been expressed by many. In a recent Time magazine article, Ezra Bowen (1987) summarized the views of many leaders of our great nation. He stated that the absence of opportunity for the development of the understandings of the components of good citizenship throughout the continuum of the school curriculum and life circumstances of the present youthful generation is generating an overwhelmingly "selfish" generation. He recommended that in order to effectively generate future responsible citizens, such opportunity must be provided on a continual basis throughout the school curriculum.

In this regard, The Global Perspective in Education Commission (1986:415) has recommended several courses of action "as critical to strengthening the global dimension of the total school program in order to better educate United States citizens who are a part of a world increasingly characterized by pluralism, interdependence and rapid change". They include:

> (1)assessment of current social education policies by state legislative bodies and local school boards; (2)encouragement of greater teacher involvement in curriculum development at the local level; (3)establishment of school-university and community partnerships to sponsor more research and development centers to extend global studies.

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A search to determine the feasibility of and necessity for addressing these recommendations at the local level revealed certain significant possible follow-on procedures for this project.

First, and foremost, social studies legislation, sponsored by The Florida Council For The Social Studies, failed to pass the State Legislature during the 1986 session. The proposed legislation would have mandated the development and assessment of K-12 minimum student performance standards for social studies. The legislation parallels existing legislation for language arts, mathematics, science, and computer science.

While this legislation did not pass during the 1986 session, the future of the proposed legislation appeared bright. Legislators who supported the passage of this bill were optimistic about reviving the legislation during the 1987 Legislative Session (Lombard, 1987).

In the author's view, to effectively generate future responsible citizens, social education should have equal consideration as a basic skill area along with language arts, mathematics, science, and computer science. Therefore, members of the House and Senate Education Committees, as well as local representatives and senators, were contacted by the author to express support for the passage of this legislation.

Correspondence from a local senator affirms the passage of this bill in the 1987 Legislative Session. The effective date of the bill is July 1, 1987 (Appendix E:46).

The Commission recommendation feasibility search also revealed that the local school district is presently endeavoring to update social education curriculum guidelines. The author plans to submit the devised unit of

study to the committee working on this project. The program will also be made available to the teachers at the local school site at which the program was implemented.

Establishing wide-scale local school-university and community partnership global studies development centers, the third recommendation of the Commission, seems impossible at this time due to lack of financial means. However, a local university is sponsoring trips abroad for local school district students. The university hopes to expand this project as funding becomes more available. The author has indicated an interest in assisting if such assistance is deemed necessary.

Another follow-on possibility was also discovered during this search. The director and a board member of a local organization dedicated to the needs of girls in the future expressed a desire to investigate the possibility of incorporating "Rainbow Around the World" into their after school program for girls. On a trial basis, using the very same implementation plan, the author implemented the unit of study during the after school program with 15 six and seven year old girls who had volunteered to participate.

The endeavor was highly successful (Appendix D; 45). Feedback from the girls was very positive. Test scores were extremely favorable (Appendix A; 37). The median pretest score was 53 percent. The median posttest score was 92 percent. The average gain was 81 percent. The stated objective was once again exceeded.

The Rainbow Progress Chart results were also positive indicators. Again, all of the students completed all of the daily projects and assignments. Twelve students received more than ten additional rainbow stickers

denoting exceptional progress and participation. Three students received 20 additional stickers. These three students were given special rainbow citizenship awards.

The director and staff members of the organization seem very optimistic about making plans to continue use of the program. However, final conclusions have not yet been relayed to the author. Further discussions are anticipated in the near future.

This project has thus far generated timely, necessary, and notable impetus regarding the development of future responsible citizens. The author hopes that this emphasis will continue. How can the malleable youthful generation of the nation be expected to become interdependent, sharing and caring citizens without this emphasis?

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Appendix

Appendix A
Table 1
Pretest Scores of Target Population

Student #	Number of correct Responses	% of Correct Responses
1	10	40%
2	12	48%
3	6	24%
4	12	48%
5	13	52%
6	10	40%
7	8	32%
8	9	36%
9	12	48%
10	11	44%
11	6	24%
12	8	32%
13	9	36%
14	9	36%
15	10	40%
16	13	52%
17	12	48%
18	8	32%
19	10	40%
20	12	48%
21	9	36%
22	6	24%
23	15	60%
24	8	32%
25	15	60%
class average	11	44%

Number of possible correct responses 25

Appendix A
Table 2
Posttest Scores of Target Population

Student #	Number of correct responses	% of correct responses	% of pretest/posttest gain
1	23	92%	86%
2	23	92%	84%
3	18	72%	63%
4	21	84%	61%
5	20	80%	58%
6	24	96%	93%
7	19	76%	66%
8	20	80%	68%
9	24	96%	92%
10	23	92%	85%
11	20	80%	74%
12	21	84%	76%
13	23	92%	87%
14	22	88%	81%
15	23	92%	86%
16	24	96%	91%
17	25	100%	100%
18	21	84%	76%
19	23	92%	86%
20	23	92%	84%
21	21	84%	68%
22	22	88%	84%
23	24	96%	90%
24	21	84%	76%
25	24	96%	90%
class average	21	88%	80%

Number of possible correct responses 25

Appendix A
Table 3
Test Scores of Local Girls Organization Participants

Student #	Pretest results	Posttest results	% of pretest/posttest gain
1	60%	96%	90%
2	56%	92%	82%
3	40%	92%	86%
4	72%	100%	100%
5	72%	100%	100%
6	56%	100%	100%
7	36%	88%	87%
8	52%	96%	92%
9	68%	96%	87%
10	56%	80%	54%
11	52%	88%	75%
12	60%	88%	20%
13	44%	72%	28%
14	40%	92%	74%
15	36%	96%	94%
average	53%	92%	81%

Number of possible correct responses 25 /100%

Adapted from the Grade One Social Studies Performance Assessment materials of The School Board of Broward County, 1984-85. Fort Lauderdale, Florida

Appendix B

Pretest Posttest

Directions to students.

Put your finger on the number that I call. Beside the number are two words - yes and no. Listen carefully to the sentence that I say. Circle the correct answer, yes or no. (Do a practice example on the board.)

It is okay for your friend Jim to come home with you, even though he forgot to ask his mom if he could.

1. yes no

Since the world is such a big place, it is not necessary to know what is happening in other countries.

2. yes no

All the people in the world can understand each other because they all speak the same language.

3. yes no

If you are born in the United States, you are a citizen of the United States of America. That means, when you grow up, you can help select the leaders of our country by voting. It also means that when you grow up, you can live any place in the country that you want to. And, you can do any kind of work that you want to.

4. yes no

There are more people living in our town than in the rest of the world. (State the name of the town.)

5. yes no

You have the most fun on the playground when you take turns and play fair.

6. yes no

You can use American money to buy groceries any place in the world.

7. yes no

We have a king or queen here in America who is the leader of our country.

8. yes no

You would have a Mom and Dad if you were born in another country of the world.

9. yes no

Some people in the world really enjoy eating grasshoppers for dinner.

10. yes no

Since Bill is your very good friend, it is okay to borrow his pencil without asking for his permission.

11. yes no

The United States is the only country in the world where there are restaurants.

12. yes no

If you lived in another country of the world, there would be a good chance that you would not know what a hamburger is.

13. yes no

You could get to Japan from our town (say name of town) by car. (Show the two locations on the map.)

14. yes no

You should always wait until your turn to speak in class.

15. yes no

The people in all of the countries of the world have favorite vacation spots, landmarks, and customs of which they are very proud.

16. yes no

All the people in the world can read our newspaper.

17. yes no

The President of the United States is the most important leader of our country.

18. yes no

We are proud of our school. We work together to keep it clean and neat.

19. yes no

All children in the world wear shoes which look pretty much like yours.

20. yes no

All of the items (Books, dishes, dolls, cars) that you and your family buy are made in the United States.

21. yes no

If you lived in another country of the world, you would probably go to school.

22. yes no

All the people in the world would like to understand each other.

23. yes no

There are many beautiful and interesting places to see in the United States.

24. yes no

When you travel on a commercial airline, train, or ship, you must purchase a ticket.

25. yes no

See next page for attachment.

Appendix C
Teacher Survey

This survey is being conducted in conjunction with my practicum proposal with Nova University. All information is strictly confidential and is to be used as background needs assessment for the proposal. Thank you for your co-operation.

When completed, please put into the enclosed envelope and return by pony.

Thanks again.
Jane Coltman

1. Do you feel that you must use instructional time to assist students in conceptualising understandings of interdependency and good citizenship?

yes 40 80% no 10 20% sometimes 0 0%

2. Do you feel that you have enough time to adequately find and organise materials to assist aiding students in conceptualising such understandings?

yes 11 22% no 29 58% sometimes 10 20%

3. Do you feel that a multisensorily based unit of study designed for use in the classroom setting to promulgate for the young students a keen awareness of the universality of interdependence in order to enhance their development of democratic citizenship would be a beneficial tool?

yes 34 68% no 0% maybe 16 32%

4. If such a unit of study, complete with all materials needed to implement the unit, were provided for you, would you use the unit?

yes 34 68% no 2 1% maybe 14 31%

Fifty of the 60 surveys were returned.

This attachment was included with the Teacher Survey. 44

Teacher Survey

Ernest F. Boyer, President of the Carnegie Foundation for the Advancement of Teaching (1982:2), stated that though "the uniqueness of each individual is a fact to be cherished... our future well-being, and perhaps even our survival, may depend on students' understanding the reality of interdependence". He also contended that "the mission of general education is to help students understand that they are not only autonomous individuals, but also members of a human community to which they are accountable". He proposed "a focus on six themes" which he suggested "knit isolated individuals into a community". They include;" shared use of symbols, shared producing and consuming, shared membership in groups and institutions, shared relationship with nature, shared sense of time, and shared values and beliefs".

Harlan S. Cleveland (1986:416) perceptively reflected further corroboration. He proclaimed, "Today's school children will be part of a new-manifest destiny, less assertive in pretension, yet world wide in its scope of action. United States citizenship is thus a passport to relevance in world affairs. And it makes a feel for world affairs a requirement for American citizenship". Cleveland also stated that the child should have opportunity early in a school career to attain a "durable feel" for, but not specific factual knowlege about global interdependence.

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